

SOCIAL MEDIA NETWORKS AND ITS IMPACT ON UNIVERSITY STUDENTS: COLLAGE OF PHYSICAL DEVELOPMENT AND SPORT SCIENCE, AL QASIM GREEN UNIVERSITY AS A MODEL

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Abstract

Students in the colleges usually deploy the sites of social networking. The aims for which the sites of the social networking are used, in addition to their impacts on social interaction, learning, and relations with friends and family, were explored in this work. At Al Qasim Green University's Physical Development and Sport Science Collage, a cross-sectional study was done among 155 students aged between 18 and 30. The data was gathered via a questionnaire. According to the findings, all students utilized social networking apps. Just 2% of them utilized social media to further their education. While 48% of them used such platforms for chatting with others. In addition, 75% of them have been addicted to social media. Furthermore, 89% said social media had a detrimental impact on their studies, 80% said that they have been more drawn to the social media compared to the academic pursuit, and 85% had stated that their free time is spent on the social media platforms. The most widely used applications (depending on usage): Telegram was used by 26% of students, Facebook was used by 40%, Instagram by 22%, YouTube by 6%, LinkedIn and Twitter by 2%. Furthermore, only 2% of students have accounts on all social networking sites identified in the work. About half of the students (52%) have at least three social media accounts, succeeded by three accounts (22%), two accounts (15%), and one account (11%). Lastly, 47% of them said they spent at least three hours every day on social media. Almost all participants have stated they have utilized the sites of the social networking for the non-academic purposes for a long time. Those behaviors could result in diverting the students' attentions away from their study, had negative impacts on their social connections and academic performances, and result in a physical inactivity and sedentary lifestyle, making them essential to mental health issues and non-communicable diseases.

Keywords: social media platform, social interaction, social network application, student performance, academic work.

Introduction

Many students use the social networking platforms. A lot of time is spent by students on such sites every day. Based on some researches, students at universities are amongst the most active social network users amongst different age students (Mirza et al., 2021). In the education, the sites of the social networking are highly important. The students can link with some educational systems and learning groups to get access to the newest information and better their learning (Robelia and Greenhow, 2009). Students might share information through the formation of the connections with a wide variety of the people. Which has a potential for improving results of student learning (Ronto et al., 2021). The mental health of students that relates to their psychological, emotional, and social well-being, is affected as well by the social media. The students at the colleges spend considerable amount of the time on the social media during night and day, and it might be disputed that these technologies are of high importance in their daily routine. In spite of their massive contribution to the acquisition of knowledge, there is a necessity for the identification of whether or not those technologies are utilized to gain knowledge or other goals which could lead to some technological misuses. The adverse impacts of the social media have outnumbered favorable ones (Allington et al., 2021). Students spending longer time on the sites of the social media for reasons except the education will possibly be distracted from studying, which results in damages to their academic achievements (Hettiarachchi, 2014; Bikalu et al., 2019). In addition to that, spending excessive amount of the time on the sites of the social networking could lead to sedentary lifestyle as well as reduction in the regular physical activities, which makes the individuals be with a higher susceptibility to the non-communicable illnesses, which include obesity, diabetes, and hypertension (Hu et al., 2001; Melkivek et al., 2015; Zou et al., 2019). Furthermore, the use of social media has poor mental health consequences and could result in anxiety and depression. As a result, given high demands for the social media amongst college students and the expanding number of social networking sites, it is vital to evaluate objectives for which they're deployed. The goal of the present work has been to look into how university students used social media.

Objective:

- 1- Examine how much time the students spent on various social media networks.
- 2- Examine the purposes for which the platforms of social media are utilized, as well as percentage of students using them.
- 3- Examine impacts of the social media on the learning activities, as well as connections with friends and family.

1. Social Media Definition:

Websites that allow visibility of user relations and profile creation were specified as social media (Ellison and Boyd, 2008); web-based applications that offer functionality

for sharing, groups, relations, profiles, and conversations have also been specified as social media (Kietzmann et al., 2011). "Social media sites" (Kelleher and Diga, 2009), or a group of the information technologies that allow networking and interactions, have been used to describe social media (Oestreicher-Singer & Zalmanson, 2013; Kapoor et al., 2017). People utilize the social media such as Twitter, Facebook, and LinkedIn for connecting with others all worldwide (Huberman and Asur, 2010). A lot of the websites, apps and platforms that we "naturally" indicate as social media aren't covered by such definition types, in spite of the fact that there are a many viewpoints and definitions available. These are the applications:

- Accessible through applications rather than (just) websites, such as Facebook or WhatsApp, making the term "social media site" overly limited;
- Always online via mobile and desktop notifications, which are not addressed in either definition and are not covered via "presence" building block by (Ketzmann et al., 2011), as they turn "intrusive.";
- Support "passive content sharing", which expands "relationships" beyond explicitly created connections by pushing information to users without the creator actively doing so.
- Integrated and Media Rich, going beyond simple "interactions" (otherwise, "pine" – 1992 e-mail client – might be "social media");

2. Social Media Functionalities

One method of identifying "social media" is to explain a application's and platform's functionality concerning important "social" features. (Kietzmann et al., 2011) identify 7 social media functional building elements that are present to varying degrees in any application of social media and might be replaced and expanded by the integration of many application types (Fig. 1).

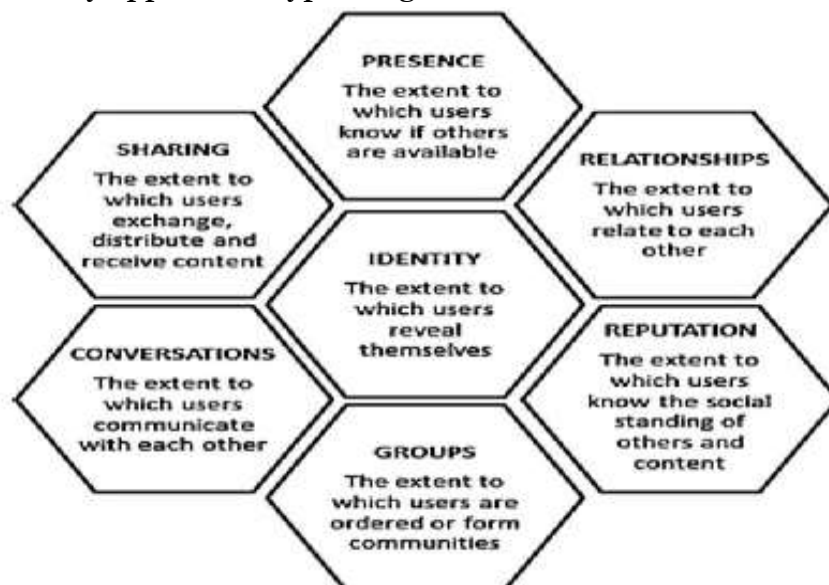


Fig. 1: Social media Functionality (Kietzmann, 2011)

The user's representation in the virtual world is referred to as **identity**. It might be as personal and descriptive as a Facebook profile, hobbies, listing birthdays, family relations, and so on, or as ambiguous as imaginary alias.

Users can connect with one another in dialogue or broadcast format, synchronously asynchronously or in real time with a time lapse between the statements, using **Conversations**.

Sharing is the process of spreading (and maybe improving) the present content via the social graph. In this case, social connections may not be needing to be made explicit; for instance, tweeting on Twitter or publicly-sharing on Facebook doesn't depend on present connections; rather, in a case of Twitter, "sharing" frequently comes before connections (represented by "following").

Presence allows the users to see where other members of the community are (online/offline, physical/virtual location).

The members of the community can visualize their networks in a variety of ways, from "followers-followed" and "likes" to virtual representations of real-life relationships, using **Relationships**. Those bi- and uni-directional social-graph abstractions allow for weak and strong links. For instance, "following" on Twitter isn't always reciprocal, while establishing a LinkedIn connection necessitates the two parties to accept the connection and indicating their relationship's nature (for instance, colleagues).

Membership groups, in which users might express their affiliation with or interests about a given subject, and groups that are used by users for managing their relations are both referred to as **Groups**.

Users can use **Reputation** for qualifying the content offered via other users and to build trust levels among community members. Those levels of trust might be expressed explicitly, such as through ranking or scoring system (StackOverflow points system, Linked-In "influencer" status), or they might be implicit (number of Twitter followers).

Various systems enable users to incorporate third-party applications. The capabilities of one system could be considerably expanded, but potentially jeopardized, by combining the building blocks of at least two platforms. For instance, if Facebook and Twitter are integrated and a "tweet" appears in personal thread on Facebook, "identity" of (very anonymous) Twitter-account will be more personal on Facebook. In the other direction, a Facebook post that is solely accessible within that platform might reach a far larger (unintended) audience if it is simultaneously (and automatically) shared on Twitter.

3. Material and methods

This research involved 155 students from Al Qasim Green University's College of Physical Development and Sport Science who use social media. Over the course of two months (November to December 2021), data was collected using a questionnaire. This work was carried out with students that have been ready to take part and answer all

questions honestly. Also, questions have been easy, simple, and translated into the Arabic language for ease of comprehension. They were told about the research's methods and objectives before data collection. Following the distribution of the questionnaire to the students, it was recommended that they have read questions attentively and honestly answer all of them. The data gathered was kept private. The next variables were evaluated in the questionnaire: gender, age, the amount of time students spent on internet using the sites of the social media (i.e. hours), the most often utilized site of social media networking, the goals for which platforms of social media have been utilized (chatting, academic uses, movie viewing, or gaming), the impacts of the use of social media on the relationships with the family and friends, and impacts of using the sides of the social media on student learning activities.

4. Statistical analyses

Categorical variables were investigated using statistical methods and computing percentages and frequencies. The data was analyzed and tables and graphs were created using Microsoft Excel and Word.

5. Results and Discussion

Table 1: Ages range of the sample

Ages range	Frequency	Percentage
21-23	84	54%
81-20	24	15%
30 and above	12	8%
27-29	21	14%
24-26	14	9%
Total	155	100%

The participants in the study range in age from 18 to 30 years old, as shown in the table above. Most of the students (54%) were between the ages of 21 and 23. The majority of participants are male (72%) and female (28%) respectively (table 2).

Table 2: Participant gender

gender	Frequency	Percentage
Female	44	28%
male	111	72%
Total	155	100%

In terms of which social media platforms students use the most: Facebook was used by (40%, n = 62), Telegram (26%, n=40), Instagram (22%, n=34), YouTube (6%,

n=10), Twitter (2%, n=3), and the same percentage of students used LinkedIn platform (Figure 2).

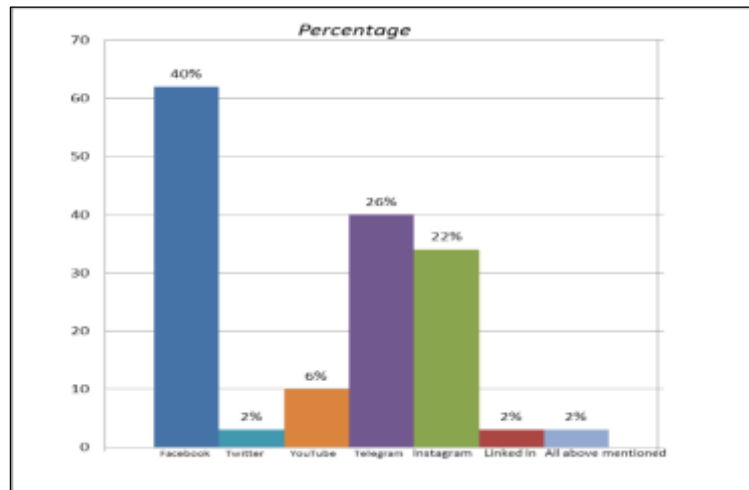


Figure 2: Common social media platform

The number of the accounts of social media that have been utilized by the participants was revealed in this work. As seen in (Figure 3), the majority of students have more than three social media accounts (52%, n=80), succeeded by (22%, n=34) who have three accounts, (15%, n=24) who have two accounts, and (11%, n=17) who have one account (Figure 3).

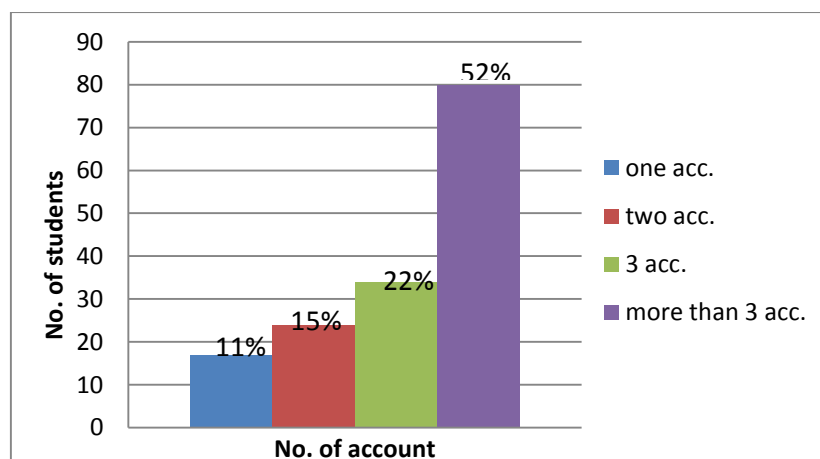


Figure 3: Number of social media account

In the current work, students who spend at least three hours daily on social media came with a percentage of 47% (table 3). Even though it is not regarded an aberrant behavior pattern to spend much time on one's phone. Long-term social media use, on the other hand, has negative mental health consequences, with young adults being the

most vulnerable. Nonetheless, 19% of them spent one hour every day, and 17% spent two to three hours per day.

Table 3: Number of hours using social network

hours	Frequency	Percentage
3	27	17%
More than 3	72	47%
1	29	19%
2	27	17%
Total	155	100%

When it comes to when students prefer to use social media platforms, it was discovered that (28%) prefer to do so in the evening, (63%) prefer to do so at night, and (10) prefer to do so in the morning (table 4).

Table 4: preferred time spent on social network

hours	Frequency	Percentage
Night	97	63%
Evening	43	28%
Morning	15	10%
Total	155	100%

5.1. Effects of social media on the study time of students and their attraction toward social media use

Due to the widespread availability of smart-phones and simple access to these sites via home PCs, university students are increasingly using the sites of social networking. Students spend less amount of time on academic endeavors when using social media. Just 2% of students in this survey utilized the social media for the academic purposes, while the majority (48%) used it for nonacademic objectives such as chatting with people (Telegram, Facebook), news and shopping (16% - 21%), and entertainment (watching movies, playing games), as seen in Figure 4.

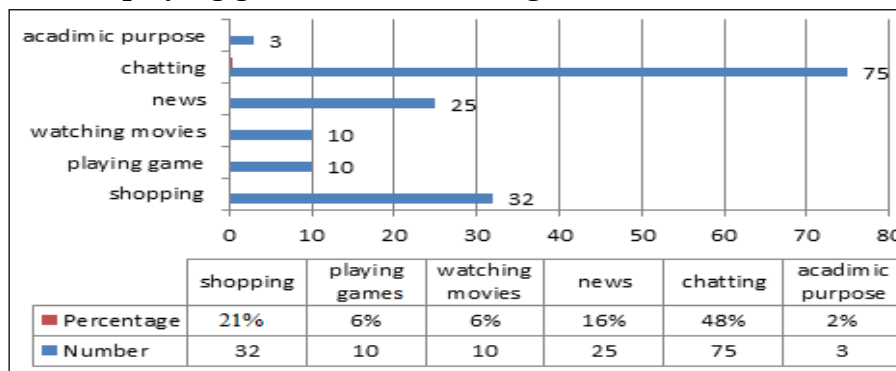


Figure 4: Purposes of using the social media

In today's world, social media platforms might be utilized for finding important information for educational purposes. Using social media, however, negatively impacts the academic achievements, and researches have demonstrated a substantial positive correlation between the academic performances and using social media. Rather than the use of social media platforms for the academic goals, most of the participants in this survey used them for chatting. Students spending a longer time on the platforms of social media are more possible to have poor academic achievements, based on previous researches. This has been a result of the fact that they prefer spending their time on the social media sites creating friends rather than reading books. Their academic performance suffers as a result of this (Larson and Owusu-Acheaw, 2015; Abbas et al., 2019). As a result, it's crucial to figure out how much time students are spending on social media sites and how much of that time they are spending on the sites of the social media for the academic objectives. Between (61 and 75) % of the students had said they have been addicted to the use of the social media, and 80% said they are more attracted to that media than they are to the studying (Table 4). Furthermore, they were more possible to utilize such technology for passing time and having fun than for studying (Figure 4)

Table4: Effects of the social media on the study time and students' fascination with it

Questions & answer		Frequency n=155	Percentage
Do you consider yourself being addicted to the social media?	Yes	117	75%
	No	38	25%
Do you feel more attraction to the social media than to studying?	Yes	124	80%
	No	31	20%
Did social media impact on your study time?	Yes	95	61%
	No	60	39%

Excessive time spent on the social media has a bad impact on studies and university activities, according to almost all participants in this work (89%) (Figure 5). Those habits have a significant impact on academic achievement, knowledge acquisition, and learning (Abbas et al., 2019).

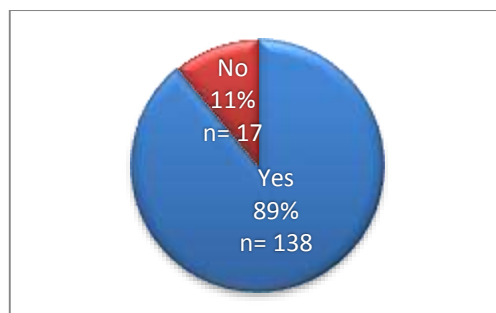


Figure 5: Percentage of participant that had answered that using the social media had negative affect on their educational activities

Students, in particular, the ones who are addicted to the sites of the social networks, utilize their smart-phones for accessing such platforms not just at home, yet on campus as well. In education, social media is of high importance. Students, on the other hand, spend longer time watching movies, chatting, playing games, and shopping than they do on educational pursuits since there are so many social media network sites (Abas et al., 2019). They felt motivated to finish their academic responsibilities fast and spend the rest of their time playing the games or communicating with others on the platforms of social media due to the fact that they were drawn to new social media sites. The students must utilize the platforms of social media for the academic objectives or to look for fresh material and obtain more knowledge for improving their academic performances rather than wasting their free time on the entertaining of the activities of the social media. Failure to do so might have bad impacts on knowledge retention and result in bad performance on competitive exams. Using social media by university students has risen dramatically. Using social media has both beneficial and bad consequences. The bad impacts are magnified, yet, since students tend to use such sites for entertainment instead of academic goals. This might cause individuals to get disengaged from their studies. Percentage of the students that were more interested in the social media compared to the academic pursuits (Table 4) and who prioritized using social media for enjoyment over academic reasons were assessed in this work (Figure 4). The results highlight the necessity of raising student knowledge regarding the detrimental consequences of such practices on academic achievement. This will enable students to flourish academically and learn a wealth of knowledge, which will improve their performances in the competitive exams.

5.2. Effects of the social media on students learning activities

In the current survey, 47% of students are spending over three hours daily on social media (Table 2), indicating that the almost all students spend a considerable amount of time on the sites of the social media daily. Even though it is not regarded an aberrant behavior pattern for spending long periods of time on one's phone. Yet, long-term usage of social media had negative mental health consequences, with young adults being the most significant (AbiJaoude et al., 2020). Utilizing the social media has been linked to mental diseases such as anxiety and depression in previous researches (Hu et al., 2001). Previous research has indicated that sleep problems induced via excessive use of the social media at night negatively impacted the day-time learning on campus and led to bad lecture attentiveness. According to this work, 63% of students preferred using social media at night, which would result in less hours of sleep, causing learning problems and affecting students' academic performance.

5.3. Effects of the use of social media on the relations with the friends and family

Social media, on the other hand, allows people interact with each other and form new relations. These relations, on the other hand, are more transient and formal. Users of social media are less likely to have trusting and close relations with their on-line friends. Furthermore, such relations can't be compared with those that have been formed via face-to-face encounters with friends and family. Excessive time which is spent on the sites of the social media has bad impacts on relations with friends and family, according to 73% of students (Figure6).

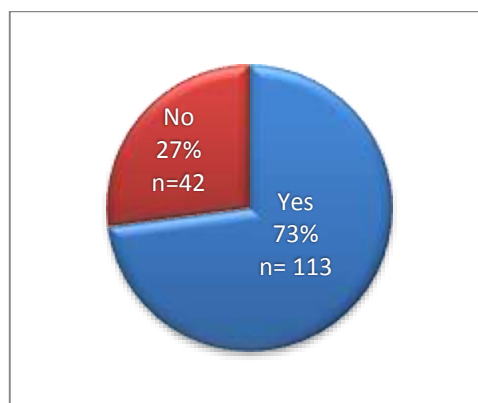


Fig. 6: Percentage of participant who answered that the utilization of the social media influenced their relations with their friends and family

Depression, alienation, and loneliness might be a result of only depending upon social media (with no physical closeness) for forming and maintaining relations (Larson and Owusu- Acheaw, 2015). Smart-phones have established a psychological obstacle between the people through the reduction of the face-to-face interaction between the friends and family that might have detrimental impacts on the quality of the time that is spent in such relations. Which could have a big impact on friends' social satisfaction and well-being (Abbas et al., 2019). Those modifications have significant social and behavioral implications. Inter-personal contact, especially the direct communications, represents one of the important factors of the well-being. As a result, rather than spending their free time on the social media, the students must spend it with their families and friends in person. Which might have more positive effects on psychological satisfaction, mood, also depression and loneliness prevention. They spend 85% of their spare time on the sites of the social media, according to the survey (Figure 7).

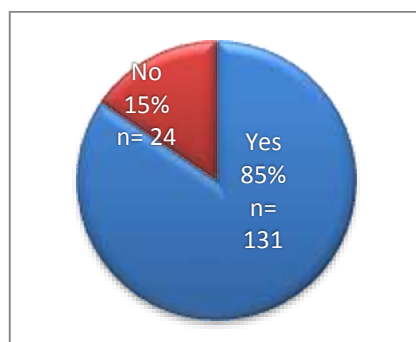


Figure 7: Percentage of students who answered that they spent their spare time on the sites of the social media

Excessive use of smartphones might lead to addiction and make it difficult to enjoy spare time with friends and family (Abi-Jaoude et al., 2020). Furthermore, since constant sensory overload impacts memory and learning, the information's continuous flow via nonstop social media use might change sensory perception (Rotondi et al., 2017). Spending the spare time on social media has been linked to not just issues that are related to the mental health, yet as well, a reduction in physical exercise. Which might result in a sedentary lifestyle, raising the risks of the non-communicable diseases like obesity, hypertension and diabetes (Zou et al., 2019; Melkevik et al., 2015; Hu et al., 2001).

Adults using the social media spend longer time sitting and thus, have less physical activities. Due to such alterations, the physiological process is affected more. This is linked to poor lipid profiles and glucose uptake, larger waist circumferences, increased energy consumption, and an increased risk of death (Katzmarzyk, 2010; Healy et al., 2008b, 2007). Using social media lengthens the time spent sitting. Therefore, sedentary behavior is quite widespread. These activities have been linked to a in decreased energy expenditure, an increase in calorie intake, and increased obesity as reported in previous research (Tremblay and Panahi, 2006). As a result, biomarkers related to cardio metabolic risk factors emerge, and the rate of CVD mortality rises. The physical inactivity is linked to weight increase, T2DM, a few types of cancer, metabolic syndrome, improper glucose metabolism, and other cardiovascular risk factors in adults.

Furthermore, it was shown that with every 1h increase in the sedentary time, the mortality rates rise, and that has been linked to the lipase activities of the lipoprotein (Hu et al., 2003; Howard et al., 2008; Dunstan et al., 2005, 2010; Healy et al., 2008c; Jakes et al., 2003; Hamilton et al., 2007). Reduced contractility of the skeletal muscles, high-density lipoprotein levels, lipoprotein lipase activities, and glucose uptake are all linked to sedentary behaviors and physical inactivity produced by prolonged sitting. In addition, lipoprotein lipase can be defined as a lipoprotein lipase that hydrolyzes the triglycerides of the plasma and promotes the cellular uptake of the triglyceride.

Decreased plasma lipoprotein lipase results in reduced peripheral utilizations of the plasma triglycerides through tissues of the skeletal muscles, lactating mammary glands and adipose tissues that have metabolic consequences due to higher levels of the plasma triglyceride and lower high-density lipoprotein cholesterol concentrations (Hamilton et al., 2007; Healy et al., 2008-a, 2008-c). Furthermore, prolonged sitting causes the big skeletal muscles in the back, trunk and legs, involved in bodily movements, to stop contracting. As a result, physical inactivity results in reduced calorie expenditure and skeletal muscle contraction (Morton et al., 2018).

Conclusions

The majority of students were active on the sites of the social media. Excessive usage of the sites of the social media for the non-academic purposes diverted them from their academic pursuits and learning, delaying their bed time that consequently decrease their sleep durations. Excessive use of social media, according to our research, reduce social face-to-face interactions. This affects social well-being and might result in anxiety, depression and mood swings. Furthermore, late-night social media utilization, as it has been indicated in this work, might result in chronic sleep deprivation, which is of high importance in the etiology of metabolic syndrome-related diseases. The intrinsic features that we inherit are incompatible with current-day lifestyle practices. As a result, interventions must teach the people about more correct sleep hygiene and help them change their unhealthy sleeping habits. Excessive use of social media could lead to longer durations of sitting and reduced physical activity levels that could result in sedentary life-style. This increases the one's for metabolic syndrome and chronic non-communicable illnesses, like the hypertension, obesity and diabetes.

The harmful impacts of the social media networks throughout COVID-19

In this work, the participants indicated prolonged non-academic usage regarding social media, distraction from learning, addiction to social media, diminished social connections and a lack of sleep. Due to the current COVID-19 epidemic, such results are even more worrying. Universities and colleges have developed new teaching approaches as a result of the closure of educational institutions to combat the COVID-19 spread. Collaborative multimedia distance learning approaches have superseded conventional teaching approaches. As a result, universities have begun to implement distance learning methods. Students must attend college lectures on conventional teaching approaches (those used before to the COVID-19 epidemic). Therefore, they have spent less time on the social media sites, sit for shorter periods of time, and participate in a form of the physical activities. Since COVID-19 outbreak, however, on-line learning approaches had become popular. Which has resulted in greater sitting times and lower levels of physical activity due to prolonged usage of computers and mobile devices. Those modifications might raise

the risk of no communicable diseases and metabolic syndrome. Furthermore, because of COVID-19 outbreak, they were unable to socialize with their college friends. This may have a significant impact on their mental health, leading to feelings of depression and loneliness. Which is why, the COVID-19 epidemic has had a significant influence on face-to-face social relationships, physical activities, and mental health, as well as causing a great deal of anxiety and worry. Excessive use of social media throughout COVID-19 might have a severe impact on students' psychological health, affecting their ability to learn. To avoid a sedentary lifestyle and sadness, families and communities must focus more on physical activity, mental health, and social contacts among students. As a result, people must participate in home-based physical activities to avoid leading a sedentary lifestyle. Furthermore, in order to avoid using social media networks excessively, it became necessary to consider including social media applications with alert services that work throughout platform use for alerting users regarding the time period of platform use and inform them of the drawbacks of using it for an extended period of time.

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